

2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) ☐ Elementary ☐ Middle ☒ High ☐ K-12 ☐ Charter

Name of Principal Ms. Cassie Parham
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Northwood High School
(As it should appear in the official records)

School Mailing Address 4515 Portola Parkway
(If address is P.O. Box, also include street address)

Irvine, CA 92620- 2200
City State Zip Code+4 (9 digits total)

County Orange County State School Code Number* 30-73650-3030657

Telephone (949) 936-7200

Website/URL http://www.northwoodhigh.org/ Email cparham@iusd.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Dean Waldfogel
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Irvine Unified School District Tel. (949) 936-5000

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mrs. Sue Kuwabara
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:

<u>22</u>	Elementary schools
<u>7</u>	Middle schools
<u>0</u>	Junior high schools
<u>6</u>	High schools
<u>1</u>	Other (Irvine Adult School)
<u>36</u>	TOTAL

2. District Per Pupil Expenditure: \$6577 (03-04)
 Average State Per Pupil Expenditure: \$6919 (03-04)

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
 - ☐ Urban or large central city
 - ☐ Suburban school with characteristics typical of an urban area
 - ☒ Suburban
 - ☐ Small city or town in a rural area
 - ☐ Rural

4. 1 Number of years the principal has been in her/his position at this school.
6 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K				8			
1				9	271	276	547
2				10	303	288	591
3				11	263	260	523
4				12	250	252	502
5				Other			
6							
			TOTAL STUDENTS IN THE APPLYING SCHOOL →				2163

6. Racial/ethnic composition of the students in the school:
- | |
|---|
| <u>48</u> % White |
| <u>1</u> % Black or African American |
| <u>5</u> % Hispanic or Latino |
| <u>44</u> % Asian/Pacific Islander |
| <u>0</u> % American Indian/Alaskan Native |
| <u>2</u> % Other |
| 100% Total |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 2%

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	13
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	40
(3)	Total of all transferred students [sum of rows (1) and (2)]	53
(4)	Total number of students in the school as of October 1	2163
(5)	Total transferred students in row (3) divided by total students in row (4)	.0245
(6)	Amount in row (5) multiplied by 100	2%

8. Limited English Proficient students in the school: 5%
100 Total Number Limited English Proficient
 Number of languages represented: 15
 Specify languages: Spanish, Vietnamese, Cantonese, Korean, Philipino (Tagalog), Mandarin (Putongua), Japanese, Arabic, Farsi (Persian)/Iranian, German, Hindi, Hungarian, Russian, Urdu, Babylonian
9. Students eligible for free/reduced-priced meals: 2%

Total number students who qualify: 52

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 6%
133 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>10</u> Autism	<u>6</u> Orthopedic Impairment
<u>1</u> Deafness	<u>31</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>36</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>25</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>2</u> Traumatic Brain Injury
<u>16</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>3</u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>4</u>	<u>1</u>
Classroom teachers	<u>71</u>	<u>12</u>
Special resource teachers/specialists	<u>7</u>	<u>2</u> *Inc. Special Ed Teachers
Paraprofessionals	<u>3</u>	<u>18</u> *Inc. Special Ed Aides
Support staff	<u>17</u>	<u>3</u> *Inc. Clerical & Custodians
Total number	<u>102</u>	<u>36</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 26:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	97 %	97 %	97 %	98 %	98 %
Daily teacher attendance	96 %	96 %	95 %	96 %	96 %
Teacher turnover rate	11 %	15 %	10 %	16 %	12 %
Student dropout rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	0 %	5 %	9 %	*3 %	**N/A %

* Students started entered in sophomore year because it was the first year we were open.

** No students graduated from NHS until the 2002-2003 school year.

14. **(High Schools Only)** Show what the students who graduated in Spring 2005 are doing as of September 2005.

Graduating class size	426
Enrolled in a 4-year college or university	75%
Enrolled in a community college	22%
Enrolled in vocational training	2%
Found employment	__%
Military service	1%
Other (travel, staying home, etc.)	__%
Unknown	__%
Total	100 %

PART III - SUMMARY

“The staff has developed a positive school culture committed to the unique needs of high school students, a culture where each individual is respected and nurtured, a culture with high expectations for everyone, and an inclusive culture where differences are celebrated, a culture of pride where excellence is the norm.”

Western Association of Schools and Colleges (WASC) Visiting Team Report October, 2004

When the original Leadership Team at Northwood High School convened eight years ago to develop the vision for the school, they established a core philosophy that students’ needs would remain the driving force behind all of the decisions that we made. Last year, the comments from our first WASC visiting team validated our efforts to remain true to this core philosophy.

The Northwood High School vision embraces a collaborative model in which teachers dissolve the boundaries that traditionally separate classrooms and disciplines and work together to write and refine curriculum. The physical structure of our school supports this spirit of collaboration. Every four classrooms are joined together by an adjacent student workroom which allows teachers and students from different disciplines to open the doors of their classrooms and interact. Our Humanities Core Program also facilitates collaboration by pairing 9th and 10th grade English teachers together. These teachers share the same students and meet to discuss both curriculum and student achievement throughout the year.

We believe students receive greater individual attention and security within smaller learning communities; therefore, our teacher advisement program ensures that each Northwood High School student remains with one advisor, and one group of students, for the duration of his or her four years at Northwood High School. In order to address individual student needs further, we structured into our bell schedule forty minutes of tutorial time twice a week for students and teachers to meet outside the context of large group instruction.

Our alternating block schedule enables students to pursue many different extracurricular and electives opportunities at Northwood High. Their ability to participate in these programs allows many students at NHS to excel in both athletics and the performing arts; CIF championships in Boy’s Soccer and Boy’s Swimming and the Signature Grammy that the Performing Arts department received for outstanding performance attest to quality of our programs. Athletic teams regularly advance to the California International Federation Southern Section Playoffs at the close of each season, and it’s not uncommon for four or five out of our six teams in a season to be Pacific Coast League Champions. Our Performing Arts Department continues to produce outstanding musicals like the 2003 performance of *The Music Man* ended with the Marching Band surrounding the audience from every direction, a powerful testament to the ability of our different performing arts to coalesce for command performances. The 2004 debut of *Beauty*

and the Beast, a musical never before been performed at the high school level, once again demonstrated the forward thinking of our performing arts faculty. In spite of its relative youth, Northwood High School has developed exceptional programs because of the vision, talent, dedication, and energy of our staff and students.

Our faculty and staff embrace the elements of Northwood High School that distinguish our school from others. However, we also collectively endorse the overarching mission statement and vision for the Irvine Unified School District: To enable all students to become contributing members of society empowered with the skills, knowledge and values necessary to meet the challenges of a changing world and to accomplish these things by providing the highest quality educational experiences we can envision. We believe that Northwood High School will remain a place where students and staff learn and grow together.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

Northwood High School's Academic Performance Index (API) was determined by our students' scores from the California Standards Tests (CSTs) and the California High School Exit Examination (CAHSEE). The state established an API score of 800 as the target score for all schools, and since its inception, Northwood High School has met or exceeded the statewide performance target. For the current 2004-2005 school year, NHS realized a twenty-one point growth in its API from 2003-2004: an increase from 858 to 871. Our two numerically significant subgroups: White and Asian both realized significant gains. Our White (not Hispanic) population realized a seventeen point gain, and our Asian population saw a twenty-seven point gain.

We attribute the growth in our API to gains in our Math and Language Arts standards tests. The standards tests provide cluster reports indicating a student's performance within five ranges: Advanced, Proficient, Basic, Below Basic and Far Below Basic. Any scores falling within the basic or below range are not considered proficient. However, our results from the 2004-2005 school years indicate that Northwood is successfully increasing our students' proficiency on the CSTs. Percent proficient data from the CSTs demonstrates clear evidence of this growth. Our most significant percent proficient increase occurred in our Algebra I scores. 23% of our students who tested in Algebra in 2003-2004 scored proficient; 53% of our students who tested in Algebra in 2004-2005 scored proficient. We attribute this gain, in part, to the development of a two year Basic Algebra sequence designed to support the needs of our struggling math students who needed additional scaffolding to master all of the Algebra I state standards. We also developed the course to help all students successfully complete the new Algebra I requirement in the State of California. Our percent proficient increased on all math CSTs with the exception of General Mathematics which remained at 29% proficient from 2003-2004 to 2004-2005. 58% of our students who tested in Geometry in 2003-2004 scored proficient; 74% of our students who tested in Geometry in 2004-2005 scored proficient. 43% of our students who tested in Algebra II 2003-2004 scored proficient; 57% of our students who tested in Algebra II in 2004-2005 scored proficient. 65% of our students who tested in High School Mathematics in 2003-2004 scored proficient; 76% of our students who tested in High School Mathematics in 2004-2005 scored proficient. Our students' scores also increased on the Language Arts tests. In 2003-2004, 76% of our students were proficient; in 2005-2006, 80% of our students tested proficient.

Students in California take the High School Exit Exam (HSEE) for the first time in the tenth grade. This test has been given for the last 4 years, although the class of 2006 is the first class that must pass the exam in order to graduate from high school. Our percent pass rate for the 516 tenth graders tested was 98% in Language Arts and 98% in Mathematics. Of our two numerically significant ethnic subgroups, White and Asian, 96% and 97% passed respectively. 100% of our 39 redesignated fluent English proficient passed

the exam, and 67% of our 33 designated English Learner students passed. For the 2% of our total population, who don't pass the first time, we will provide two additional opportunities to take the exams in their junior and three additional opportunities in their senior year. All Irvine Unified students who have failed either part of the CAHSEE are asked to enroll in four-week summer school class for remediation and seniors who have not passed may also participate in fall after-school courses. The websites where information on the state assessment system may be found are: <http://api.cde.ca.gov/> and <http://www.cde.ca.gov/ta/tg/sr/index.asp>.

2. Using Assessment Results

A successful academic program is not a static entity; it is the product of continual adjustment and revision, and this process includes input from school staff, students, and members of the community. Each year, departments review the California Standards test results to identify courses and areas that need to be modified. The past two years, departments have used the specific reporting clusters to determine specific areas for improvement in each course. For example, last year the science department modified its curriculum and adjusted pacing to address the California standards. Other departments have targeted specific standards clusters in areas in which students' scores reflected a need for additional curricular emphasis.

Northwood teachers also use course assessment results to modify their curricula, and students are often included in course evaluations, assignment reflections, and the creation of assessments that clearly demonstrate their ability to produce quality work that conveys a thorough understanding of the course objectives. An integral aspect of the review process is the analysis of grades and test scores by individual teachers and departments. This information is often used to create new courses or modify existing ones. For instance, the math department, responding to the state mandate that all students pass Algebra before they are issued a diploma, dropped Algebra Exploration and Math Foundations and added a two-year Basic Algebra program for the 2003-04 school year. The number of students failing college preparatory courses, as well as those enrolled as student aides, has compelled the staff to increase course options in several departments. Departments often rewrite curriculum in order to better assess what the students are actually learning. For example, the world languages department has moved away from using publishers' tests in favor of creating their own assessments that more accurately reflect how well the students have absorbed the information presented in the classroom.

3. Communicating Assessment Results

Student progress indicators such as grades and test scores are regularly disseminated through traditional methods including report cards, progress reports, principal's newsletters and individual grade printouts. Northwood also utilizes technological features such as the Parent Portal, a system that allows parents to access grade and test score data online. As of January 2006, more than 50% of Northwood parents have established accounts to use this site. Northwood's unique Teacher Advisor (TA) program also helps facilitate better communication between parents and the school staff, because each TA conducts individual conferences each semester to assist parents and students with program planning and scheduling. In addition, parents are actively encouraged to establish and maintain contact with their student's TA, who can serve as an important liaison between the school and home. Northwood also establishes student review teams as needed; these teams consist of a parent, teacher, administrator, and counselor working collaboratively to seek positive solutions for students who display at-risk behaviors. The Northwood community is encouraged to attend monthly school board meetings, and parents can obtain board meeting minutes online. The IUSD website offers a comprehensive overview of programs offered at Northwood, as well as important test dates and student activities. In a community that has the third highest internet usage rate in the United States, parents enjoy the convenience of being able to access a multitude of information without having to pick up the phone, let alone drive to the campus. In addition, the community is able to review student progress in local newspapers. Test scores are reported in the *Orange County Register*, *Los Angeles Times*, and *Irvine World News*. The Charter Oak award is a prestigious honor for many of

Northwood's highest achieving students. The program has several levels of awards—including the highly coveted medallions—and is a wonderful way for the school staff and community to honor our outstanding young scholars.

4. Sharing Successes

All high school principals in Irvine Unified meet bi-monthly to discuss current educational issues and to share strategies to ensure ongoing school improvement. Assistant Principals meet quarterly to share ideas and to continue to identify best practices. We also ask teacher representatives to serve on a district sponsored vertical team designed to enable teachers 7-12 to improve articulation and alignment between grade levels. Vertical teams revisit both curriculum and instructional strategies to ensure that we are preparing students to succeed at each grade level. This year, our district created a writing committee for English and history teachers to develop a common vocabulary to teach writing and to compile and share effective writing lessons. This committee will also work to coordinate writing skills 7-12 in both English and social science. As a high school, we also share our successes via our Principal's Newsletter, weekly bulletin, website, marquee, and most recently by conducting tours for representatives from high schools interested in our programs.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum

Each department at Northwood High School has a rigorous, standards-based curriculum that meets the needs of the entire student population. The variety of programs offered to students, the various instructional strategies employed by our teachers, the high pass rates on standardized exams, and the extremely high graduation rate support this assertion.

The mathematics curriculum at Northwood High School is balanced and rich in both concept and skill development. Each course and the textbook associated with it, was originally designed and aligned to the California State Standards and Framework. The curriculum is designed to lead all students to genuinely understand mathematical relationships and how these relationships apply to their daily lives. Expected outcomes for all students include proficiency in computation, reasoning, seeing connections, and communicating mathematical understanding.

The science department at NHS has collaboratively structured its core curricula activities and assignments to emphasize higher order thinking skills, as categorized by Bloom's taxonomy. By its very nature, integrated science asks students to analyze various topics across various disciplines of science. Throughout the curriculum, students are active in synthesizing information and data from various disciplines, and tie data together to form valid conclusions. Furthermore, the integrated science curriculum provides students with in-depth exposure to concepts from biology, physics, chemistry to the fundamentals of earth and space science. This program provides particular focus on interrelationships and critical thinking skills. Students investigate the role of biological systems in sustaining human life, the underlying chemistry of everyday materials, and the energy that must be applied to meet human needs.

*The Humanities Core, our English and history program is described in part three of this document.

The Visual and Performing Arts (VAPA) program is the example at NHS of a department whose curriculum addresses the different modalities of learning. The music, drama, and art classes are available to all students and offer opportunities for students to learn and express their knowledge in creative and hands-on ways. Their curriculum is based on the new content standards for California public schools, in combination with the Visual and Performing Arts framework. The VAPA department engages students in an academically rigorous approach that involves artistic perception, creative expression, an understanding

of the historical and cultural context, and the connections, relationships and applications of the arts to other disciplines and careers. Furthermore, the visual art classes at NHS provide ample evidence their curriculum is student centered and their approach to teaching the arts is varied and connected to the real world.

The World Languages courses actively engage students using a variety of methods to develop language skills, and to provide a cultural context for the languages studied. The world language curriculum is driven by real world applications. The language department is fortunate to have use of an interactive digital language lab. In the lab the students are able to listen, view and speak interacting with the teacher, digitized video and computer software which record their voice.

The Physical Education/Health and Athletic departments provide a variety of opportunities for students to learn about and practice a healthy life-style. Both individual and team sports, fitness programs, and elective opportunities are provided to students. New electives in swimming and bowling were added this year to take advantage of our new Aquatics facility and a local bowling center. The NHS ninth grade Co-Ed physical education course insures that the CA State Standards are implemented and students are prepared for the annual CA State fitness testing.

2b. English Language Curriculum

Northwood High has devoted the state funding to support a 20 to 1 class ratio to the Humanities Core. The decision was made in order to support an increased focus on the development of writing and reading skills. As a result, it is expected that History and English teachers in this 9th grade core program will work together to provide writing instruction and formal feedback on a number of essay assignments beyond the two anchor assessments. The ninth grade English curriculum and course structure allows teachers to gain a better understanding of individual students' strengths and weaknesses, and enables teachers to identify students who may be at-risk, as the teachers are able to analyze student performance, skill level, and behavior in each of these smaller classes. Moreover, the Humanities Core configuration makes it easier for parents to obtain meaningful feedback on their child's progress because teachers share assessment responsibilities. The ninth grade English classes focus upon Howard Gardner's idea of multiple intelligences. The class activities allow the student to internalize the material by choosing projects that reflect their own learning modality. One such lesson is the book club activity, which requires the students to choose one self-selected novel each month, read it, and in an artistic and literary way, create a project that expresses the ideas and content of the book. Once our students transition out of the 9th and 10th grade Humanities Core, there are a variety of course options available. In 11th grade, College Prep students go on the European Literature or Honors European Literature, and then move into Contemporary Literature or AP English in the senior year. For our struggling readers, the 11th grade Language and Literacy or Flash Fiction courses foregrounds reading strategies. These classes focus on the development of reading habits characteristic of lifelong learners. Students read high interest novels and discuss how these texts are connected thematically.

3. Other Curricular Area:

The Humanities Core is required of all 9th and 10th grade students. It is designed to provide the richness of a traditional English Language Arts program and a traditional History program combined with an emphasis on art and culture. Northwood High's Humanities curriculum accentuates the interrelatedness of these sometimes isolated disciplines and, in so doing, advances a holistic view of knowledge. Humanities courses are one year courses devoted to the exploration of the geography, history, literature and art of different time periods. The Humanities 9 focus is the modern world, while Humanities 10 addresses mostly the United States in the 20th century. The History Component and the English Language Arts Component are taught in separate classrooms by different teachers, but the course contents are coordinated in order to emphasize context and Interrelationships. In terms of skill development, Humanities 10 will reinforce and refine what was learned in Humanities 9. A typical schedule would have

Humanities 9 or 10 taught in complementary periods on alternating days for an entire year. Because both ninth and tenth grade English and history teachers share the same classes, teachers can develop common assessments that incorporate elements of both subject areas. The primary collaborative assignment in the humanities core is the anchor assessment essay, a formal expository essay on a historical topic that relates to the primary thematic components of the English curriculum. Students complete a different essay in each semester of their freshman and sophomore years, and English and history teachers create a rubric that is used by all teachers to score the papers, which count for percentage of the student's grade in each course. The school provides release time so that English and history partners can grade the essays together; this is a critical aspect that enhances the collaborative nature of the assessment.

4. Instructional Methods

Northwood High School teachers are knowledgeable and innovative when it comes to creating curriculum. They ensure students are active participants in the learning process and our 90 minute class periods make implementing a variety of teaching approaches essential. Each department utilizes lessons that enable students to process information in different ways. A student centered approach to learning is evident across the campus. Small group activities, research projects, peer evaluations, class presentations, labs and debates are common features of the educational process. The teacher's primary role in these activities is to guide the process and evaluate the result. Students discovering the answer to a question, or explaining an idea to a peer are more successful methods of processing and internalizing information. Departments all utilize the resources and technological tools available to create multimedia presentations and to help students conduct laboratory experiments and research.

The NHS curricular approach enables students to become more adept at gathering information and presenting it in written, oral and multi-media formats. Each discipline provides opportunities for students to analyze and synthesize data, to research and discover new information, to work with others, to communicate effectively, and to apply all these skills and ideas to their own experiences and real life applications.

Northwood teachers and parents strongly agree the curriculum and instruction has enabled students to become complex thinkers, effective communicators, producers of quality work, healthy individuals, self-directed, life-long learners, and community participants. Through a student survey, the students agree teachers provide an interesting learning environment by using a variety of teaching styles, and allowing for student centered learning. They also see their instructors as teachers who continually strive to motivate and inspire them to reach their academic potential.

5. Professional Development

The NHS staff and faculty continually reflect upon our practices. At the district level, a committee of teachers and site and district administrators meet to create continuous improvement goals. Sites are expected to select individual district improvement goals that align with their current needs. Northwood's professional development plan is directly aligned to our Single School Plan and the areas of need as defined through our recent WASC self-study and school visitation. The areas of needs were identified with input from all Northwood High School stakeholders. For the next three to five years, our priorities for staff development will be: refining our Teacher Advisement program, standards mapping, continuing to identify benchmarks in all courses and implementing vertical planning across the curriculum, developing new courses and electives, and continuing to provide support for our new teachers. These focus areas directly connect to all six California Standards for the Teaching Profession. The planning process for all school-wide staff development includes input and approval from the leadership team prior to implementation. Department chairs' involvement helps ensure that staff development provides a valuable opportunity for professional growth and learning across the curricular areas.

Since professional development at NHS is designed with continuous improvement in mind, every year, the

focus of staff development changes. Staff development activities have focused on issues related to reading in the content areas, academic integrity, bullying, and harassment, along with specific workshops devoted to helping teachers understand IDEA legislation and the needs of special education students. Staff development experiences have also been dedicated towards the goal of helping teachers to cultivate relationships that will foster a trusting and supportive professional learning community across all disciplines. The collaborative work our staff engages in to refine its programs encourages teachers to reflect on the developmental needs of our students and how best to support them throughout their Northwood experience.

PART VII - ASSESSMENT RESULTS

No Child Left Behind - Blue Ribbon School English Language Arts Grade 10 California High School Exit Exam

	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March
California High School Exit Exam English Language Arts Scores			
% At or Above Proficient	87%	88%	88%
Number of students Tested	520	492	417
Percent of Total Students Tested	100%	99%	99%
SUBGROUP SCORES			
1. Asian			
% At or Above Proficient	90%	91%	88%
Number of Students Tested	204	191	151
2. White			
% At or Above Proficient	87%	89%	88%
Number of Students Tested	252	243	242
3. Hispanic or Latino			
% At or Above Proficient	76%	67%	86%
Number of Students Tested	21	24	16
4. English language Learners			
% At or Above Proficient	64%	67%	65%
Number of Students Tested	39	49	56
5. Special Education Students Receiving Services			
% At or Above Proficient	43%	34%	23%
Number of Students Tested	23	35	19

* No students were alternatively assessed.

No Child Left Behind - Blue Ribbon School
Mathematics Grade 10 California High School Exit Exam

	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March
California High School Exit Exam Math Scores			
% At or Above Proficient	90%	90%	83%
Number of students Tested	519	492	417
Percent of Total Students Tested	100%	99%	99%
SUBGROUP SCORES			
1. Asian			
% At or Above Proficient	96%	96%	93%
Number of Students Tested	204	192	151
2. White			
% At or Above Proficient	88%	88%	81%
Number of Students Tested	251	242	243
3. Hispanic or Latino			
% At or Above Proficient	71%	67%	57%
Number of Students Tested	21	24	15
4. English language Learners			
% At or Above Proficient	80%	84%	87%
Number of Students Tested	39	49	55
5. Special Education Students Receiving Services			
% At or Above Proficient	44%	34%	12%
Number of Students Tested	23	35	19

* No students were alternatively assessed.

**California Standards Test
High School Math**

	2002-2003				2003-2004				2004-2005			
	# Tested	% of the Grade tested	% Exceeds State Standard	% At or Above State Standard	# Tested	% of the Grade tested	% Exceeds State Standard	% At or Above State Standard	# Tested	% of the Grade tested	% Exceeds State Standard	% At or Above State Standard
Grade 9												
Grade 10	19	4%	42%	79%	20	4%	35%	70%	16	3%	56%	94%
Grade 11	128	31%	26%	73%	163	39%	21%	63%	192	39%	26%	75%
TOTAL	147		28%	74%	183		23%	65%	208		28%	76%

Algebra II

	2002-2003				2003-2004				2004-2005			
	# Tested	% of the Grade tested	% Exceeds State Standard	% At or Above State Standard	# Tested	% of the Grade tested	% Exceeds State Standard	% At or Above State Standard	# Tested	% of the Grade tested	% Exceeds State Standard	% At or Above State Standard
Grade 9	16	3%	63%	100%	20	4%	45%	90%	5	5%	63%	100%
Grade 10	143	24%	24%	78%	176	39%	15%	66%	39	39%	33%	81%
Grade 11	183	44%	2%	19%	171	41%	1%	14%	41	41%	5%	25%
TOTAL	342		14%	47%	367		10%	43%			22%	57%

Geometry

	2002-2003				2003-2004				2004-2005			
	# Tested	% of the Grade tested	% Exceeds State Standard	% At or Above State Standard	# Tested	% of the Grade tested	% Exceeds State Standard	% At or Above State Standard	# Tested	% of the Grade tested	% Exceeds State Standard	% At or Above State Standard
Grade 9	165	35%	36%	86%	198	39%	41%	86%	245	41	49%	90%
Grade 10	192	45%	9%	49%	210	43%	5%	38%	215	41	17%	61%
Grade 11	49	12%	0%	2%	42	10%	2%	19%	28	6	4%	33%
TOTAL	406		19%	58%	450		21%	58%	488		32%	74%

Algebra I

	2002-2003				2003-2004				2004-2005			
	# Tested	% of the Grade tested	% Exceeds State Standard	% At or Above State Standard	# Tested	% of the Grade tested	% Exceeds State Standard	% At or Above State Standard	# Tested	% of the Grade tested	% Exceeds State Standard	% At or Above State Standard
Grade 9	221	47%	2%	32%	229	45%	2%	30%	232	39	7%	69%
Grade 10	31	7%	3%	9%	59	12%	2%	4%	63	12	2%	15%
Grade 11	13	3%		8%	31	5%	0%	5%	28	6	0%	7%
TOTAL	265		1%	32%	319		2%	23%	323		5%	53%

General Math

	2002-2003				2003-2004				2004-2005			
	# Tested	% of the Grade tested	% Exceeds State Standard	% At or Above State Standard	# Tested	% of the Grade tested	% Exceeds State Standard	% At or Above State Standard	# Tested	% of the Grade tested	% Exceeds State Standard	% At or Above State Standard
Grade 9	50	11%	2%	32%	49	10%	2%	27%	62	11%	6%	29%
Grade 10												
Grade 11												
TOTAL	50	11%	2%	32%	49	4%	2%	29%	62	11%	6%	29%

English Language Arts

	2002-2003				2003-2004				2004-2005			
	# Tested	% of the Grade tested	% Exceeds State Standard	% At or Above State Standard	# Tested	% of the Grade tested	% Exceeds State Standard	% At or Above State Standard	# Tested	% of the Grade tested	% Exceeds State Standard	% At or Above State Standard
Grade 9	458	98%	51%	84%	503	98%	49%	81%	593	98%	59%	85%
Grade 10	420	99%	41%	76%	478	98%	45%	77%	520	98%	44%	77%
Grade 11	408	98%	29%	69%	409	97%	29%	69%	491	97%	41%	75%
TOTAL	1286		41%	77%	1390		42%	76%	1604		49%	80%